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Table 1 Parents' Education Levels (Years of Education) and Occupations by Language Group (%)

Education level		6 years	9 years	12 years	16 years or more	No response
Father	Bilingual	6	25	19	46	6
	Monolingual	6	22	30	42	0
Mother	Bilingual	6	28	17	44	5
	Monolingual	5	26	29	40	0
Occupation		Business owner	Professional	Company employee	Worker	Unemployed
Father	Bilingual	9	39	32	14	3
	Monolingual	7	36	35	21	1
Mother	Bilingual	3	33	35	17	6
	Monolingual	4	35	39	19	3

Table 2 Language Use between Family Members

Languages		English	Mandarin	Chinese Dialects	Others
		(N = 371)	(N = 345)	(N = 275)	(N = 97)
Between parents (N = 371)	<i>M</i>	2.57	2.58	2.35	1.23
	<i>SD</i>	(1.24)	(1.11)	(1.21)	(0.92)
		(N = 371)	(N = 256)	(N = 144)	(N = 68)
Parents to children (N = 379)	<i>M</i>	3.00	2.42	1.61	1.19
	<i>SD</i>	(1.14)	(1.13)	(0.97)	(0.53)
		(N = 280)	(N = 227)	(N = 125)	(N = 36)
Between siblings (N = 280)	<i>M</i>	3.23	2.39	1.51	1.11
	<i>SD</i>	(1.08)	(1.24)	(0.88)	(0.32)
		(N = 93)	(N = 169)	(N = 156)	(N = 55)
Between grandparents and children (N = 169)	<i>M</i>	2.25	2.95	2.67	1.49
	<i>SD</i>	(1.24)	(1.20)	(1.29)	(1.20)
		(N = 114)	(N = 81)	(N = 26)	(N = 15)
Between domestic Helpers and children (N = 114)	<i>M</i>	3.60	2.24	1.23	1.46
	<i>SD</i>	(0.92)	(1.26)	(0.82)	(0.83)

Table 3 Descriptive Statistics and Reliability Estimates for All Measures by Language Group

Language Group	Test	Maximum	<i>M</i>	<i>SD</i>	α
Monolingual (<i>n</i> = 190)	Chinese phonological awareness (CPA)	22	17.20	3.20	.84
	Chinese morphological awareness (CMA)	36	27.98	3.42	.78
	Chinese syntactic awareness (CSA)	60	34.00	9.45	.82
	Chinese vocabulary (CVC)	84	64.41	9.68	.91
	Chinese reading fluency (CRF)	N/A	186.81	57.19	.83
	Chinese reading comprehension (CRC)	22	17.62	2.58	.82
	Nonverbal reasoning (NVR)	35	27.38	5.50	.90
Bilingual (<i>n</i> = 390)	Chinese phonological awareness (CPA)	22	17.05	4.07	.85
	Chinese morphological awareness (CMA)	36	20.97	5.71	.80
	Chinese syntactic awareness (CSA)	60	26.19	9.70	.82
	English phonological awareness (EPA)	20	14.70	2.32	.80
	English morphological awareness (EMA)	36	25.55	2.78	.78
	English syntactic awareness (ESA)	60	32.45	9.32	.86
	Chinese vocabulary (CVC)	84	47.53	13.83	.92
	Chinese reading fluency (CRF)	N/A	144.5	63.62	.82
	Chinese reading comprehension (CRC)	22	13.73	4.08	.80
	English vocabulary (EVC)	84	62.76	12.16	.92
	English reading fluency (ERF)	N/A	202.62	19.22	.82
	English reading comprehension (ERC)	42	29.23	6.58	.85
	Nonverbal reasoning (NVR)	35	26.85	6.5	.91

Table 4 Partial Correlations Controlling for Nonverbal Reasoning and Age by Language Group

Measure	1	2	3	4	5	6	7	8	9	10	11
1. CPA	-	.19***	.17**	.09	.10	.17**					
2. CMA	.22**	-	.44***	.36***	.30***	.33***					
3. CSA	.24**	.49***	-	.36***	.43***	.39***					
4. CVC	.25**	.50***	.46***	-	.32***	.41***					
5. CRF	.19**	.47***	.44***	.48***	-	.51***					
6. CRC	.17**	.54***	.50***	.49***	.46***	-					
7. EPA	.30***	.08	.22***	.08	.05	.12**	-				
8. EMA	.30***	.17**	.20***	.15**	.14**	.24***	.22***	-			
9. ESA	.37***	.18**	.42***	.25**	.26**	.32***	.32***	.48***	-		
10. EVC	.31**	.11*	.16**	.10*	.08	.16**	.26***	.52***	.49***	-	
11. ERF	.42***	.20**	.30***	.17**	.29**	.17**	.22***	.49***	.46***	.48***	-
12. ERC	.31***	.25**	.33***	.17**	.12**	.29***	.26***	.55***	.59***	.53***	.54***

* $p < .05$, ** $p < .01$, *** $p < .001$

Note. Partial correlations for the monolingual participants ($n = 190$) are presented above the diagonal, and partial correlations for the bilingual participants ($n = 390$) are presented below the diagonal. CPA = Chinese PA; CMA = Chinese MA; CSA = Chinese SA; CVC = Chinese vocabulary; CRF = Chinese reading fluency; CRC = Chinese reading comprehension; EPA = English PA; EMA = English MA; ESA = English SA; EVC = English vocabulary; ERF = English reading fluency; ERC = English reading comprehension

Table 5 Hierarchical Regression Analyses Predicting Reading Performance from PA, MA, and SA by Language and Group

Predictor	Monolingual children				Bilingual children							
	CRF		CRC		CRF		CRC		ERF		ERC	
	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β	ΔR^2	β
Step 1	.02*		.06*		.02*		.08*		.06*		.09*	
NVR		.01		.05		.01		.06		.03		.04
Age		.00		.01		.00		.01		.01		.03
Step 2	.11***		.14***		.25***		.20***		.21***		.22***	
CVC/EVC		.24**		.28***		.34***		.25***		.28***		.27***
Step 3	.00		.01		.01		.00		.01**		.02**	
PA		.00		.05		.02		.00		.08*		.10**
Step 4	.13***		.07***		.09***		.16***		.08***		.12***	
MA		.08		.09		.22***		.29***		.21***		.29***
SA		.36***		.24***		.21***		.24***		.26***		.32***

* $p < .05$, ** $p < .01$, *** $p < .001$

Note. CVC = vocabulary; EVC = English vocabulary; CRF = Chinese reading fluency; CRC = Chinese reading comprehension; ERF = English reading fluency; ERC = English reading comprehension

Table 6 Examples of Error Explanations Provided by Bilingual Children

Sentence in the SA test	Rule-based grammar-oriented explanation
Example 1: 他准备了很多水果为大家。 (He prepared many fruits for everyone.)	“为大家”要放在“准备”前面，和 English 不一样。（“for everyone” should be placed before “prepare”, which is different from English.)
Example 2: 同学们快乐地在操场上。 (Classmates are happily on the playground.)	There is no verb in the sentence. We do not know 同学们在操场上做什么。（There is no verb in the sentence. We do not know what the classmates do on the playground.)
Example 3: 那是一个国家很大。 (That is a country very big.)	“很大”是说国家很大，是 adjective，华文里要放在 noun 的前面。（“very big” means the country is very big, is an adjective, and should be placed before the noun in Chinese.)